DOCUMENT RESUME

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TITLE	Remedial Reading (15 tapes; 15 lessons and evaluations). Description of Teacher Inservice Education Materials.
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ABSTRACT

The inservice teacher education course described is designed for teachers interested in setting up a new remedial reading program or in reevaluating an existing one. Included in this report are a description of the content of the course, activities and resources involved, and ordering information for materials. A critique of the course is provided. (JD)

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DESCRIPTION OF TEACHER IN-SERVICE EDUCATION MATERIALS

A. SUMMARY INFORMATION

Title: REMEDIAL READING (15 tapes; 15 lessons and evaluations)

Publication Date(s): 1974

Intended Users: Preservice and inservice teachers; also, students in a reading program who are interested in developing skills at remediation

Grade Level(s): Adaptable to all levels

Number: 15-20

Primary Focus: Remedial reading - the teaching of skills not learned in the developmental program - is the focus of this product.

School subject(s) and/or in-service topic(s) covered:

This is an inservice program in remedial reading which suggests step-by-step procedures for discovering, diagnosing and correcting reading problems. Topics include planning, selecting/organizing a classroom for remedial reading, selecting students, using formal and informal instruments for diagnosing reading difficulties, grouping for instruction, evaluating progress in remedial reading.

What participant does in using the materials:

Participant listens to tapes (a total of 15 topics are covered), answers questions from the participant's handbook, and listens to side two of each tape for an evaluation of possible responses and suggestions for answering questions.

Resources: The material and personnel required include:

- 15 taped lessons, Leader's Manual, Participant's Handbook; and
- A leader (recommended for each group of 15-20 teachers).

A minimum of 5 and a maximum of 16 meetings are proposed by the authors: 24 hours is suggested to cover the material.

Describer critique:

This is a good inservice product for teachers interested in developing a new remedial reading program or in re-evaluating an already existing one. It covers a wide spectrum of topics and offers a number of specific suggestions. The author's evaluations are also very helpful.

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diagnosing - remedial reading - comprehension, vocabulary - decoding.

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B. In-Depth Information

1.0 PURPOSES:

In the preface of the Leader's Manual, the authors make the following statement of their rationale: "Since instruction in all academic and skill areas is largely a matter of language development, inservice education programs in reading and the other language arts are needed in practically every school system in the country. The large numbers of pupils achieving below their mental potential show the need for teachers to have a working knowledge of the techniques for developing essential reading skills."

The program generally emphasises the following aspects of remediation:

- Background information on the nature of remedial reading
- Practical approaches to discovering and diagnosing reading disabilities
- Techniques for grouping and planning a remedial program
- Methods for teaching specific reading skills
- Better ways of assessing and reporting pupil progress

2.0 CONTENT — Scope and Sequencing of Topics:

The topics covered on the 15-tape program are listed below. (Each tape has a lesson on one side and an evaluation of the lesson and the suggested activities for that lesson on the reverse side.)

1. The Remedial Reading Program
2. Planning the Remedial Reading Program
3. Selecting and Organizing a Classroom for Remedial Reading
4. Selecting Students for Remedial Instruction
5. Using Informal Instruments in Diagnosing Reading Difficulties
6. Using Formal Instruments in Diagnosing Reading Difficulties
7. Grouping for Remedial Instruction
8. Developing the Instructional Program
9. Determining Reading Expectancy
10. Correcting Faulty Reading Habits
11. Developing Vocabulary
12. Developing Word Attack Skills
13. Improving Comprehension Skills
14. Evaluating Progress in Remedial Reading
15. Do's and Dont's in Remedial Reading

Although the tapes should be listened to in the given sequence, if the program is being followed in its entirety, it is possible to select one lesson with particular application to a specific situation or problem and to concentrate on the area selected, including completion of the parallel exercises and the evaluation suggestions.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main in-service activities:

Participants listen to side A of each of 15 tapes, while following the outline of the lesson in a participant's handbook. Then, participants move into small groups to complete suggested exercises. As soon as these are discussed and completed, the participants are again brought together to evaluate their work as they listen to side B of the tape under consideration.

3.2 Help given in use of product:

In addition to the tapes, there is a Leader's Manual, which provides instruction to the leader for making maximum use of all components. There is also a Participant's Handbook, which has an outline for each taped lesson and related exercises, which help to develop facility in applying concepts involved.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

For each taped lesson, there are several exercises which the participants perform after having listened to the lesson. Then, they compare their answers with the evaluation on the tape, in which Dr. Kennedy (one of the developers) proposes possible responses and suggests ways in which these questions could have been answered.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended:

Product supplies the set of 15 tapes, a Leader's Manual and one Participant's Handbook. (Additional handbooks are needed for each participant.)

In addition, a tape recorder is needed and one leader per group of 15 to 20 teachers.

The describer feels 5 to 16 group sessions and a minumum of 1½ hour per lesson - or about 24 hours.

5.2 Distributor name/address:

Paul Amidon & Associates
1966 Benson Avenue
St. Paul, Minnesota 55116

Ms. Isabel Giddings
(612) 690-2401

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
REMEDIAL READING 1 set of 15 tapes 1 Leader's Manual 1 Participant's Handbook	$156.50	-	1	Yes (except for the handbook)
Additional Handbooks	$2.25 each		1/participant	No

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

Dr. Eddie C. Kennedy, Professor of Education at West Virginia University, is the author of a number of books in the field of reading and has produced two extensive T.V. series on needs-based reading instruction.

Dr. Ruth C. Lewis is Chairperson of the Department of Education and is a Professor of Education at West Liberty State College. She has taught in elementary schools, served as principal, and has taught a variety of reading and language arts courses at the college level.

Both authors have published a number of articles in educational journals.

6.2 How developed and when:

Initially, techniques that had proved effective in discovering, diagnosing and treating children with reading problems were used as a basis for guided discussions in MDEA and OEO sponsored workshops in remedial reading. Favorable reception inspired the senior author to develop a series of 45 30-minute televised lectures sponsored by the West Virginia State Department of Education and West Virginia University.

The most popular topics from the videotaped series were revised and recorded on audiotape. To these were added several topics repeatedly requested by teachers who attended the inservice sessions given by the authors. Thus, the 15 topics for this program were selected and developed.

6.3 Evidence of effectiveness with users:

Developers have no data available on the reasons for or steps involved with revisions.

C. DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

This product is quite appropriate for teachers interested in developing competency in reading remediation, or in establishing a remedial reading program in a primary or secondary school setting.

It is easily adaptable to different types of instructional situations and appears to be a good inservice program.

Side B of each tape is only half-filled with the evaluation comments made by Dr. Kennedy. The part remaining blank has a feedback noise from the A side of the tape. Tape 8 is labelled, Techniques in Remedial Instruction. Its title is, in fact, Developing the Instructional Program and is so indicated in the table of contents.,

Content accuracy/social fairness/community acceptance issues:

The program appears to be a viable, comprehensive, one based on extensive field-use and teacher demand.

The material is essentially free of race, ethnic or sex bias, although the student is consistently referred to as he, and the teacher as she.

Overall summary/comment:

This product appears to present a fairly thorough treatment of the topics of remedial reading and could be a good inservice program for teachers interested in setting-up an new remediation program or in re-evaluating an existing one. Many concrete suggestions are given, The evaluations by one of the developers are also quite comprehensive and helpful.